**The degree of teacher behaviors that stimulate children’s creative abilities in some governmental schools in the Hashemite Kingdom of Jordan and the State of Qatar: A comparative study.**

Asma AL Attiyah

Qatar University, College of Education, Head , Department of Psychological Sciences, Email:

Kholoud Adeeb. Al-Dababneh

*Hashemite University, Queen Rania Faculty for Childhood, Department of Special Education, Al-Zarqa, Jordan*

**ABSTRACT**

This study aims to identify the degree of teacher behaviors stimulating creative abilities in students in some primary schools in Jordan and Qatar. The study sample consisted of (103) primary teachers (males and females), (55) from Jordanian schools, and (45) from Qatar schools. A seven-dimensional questionnaire consist of 38 items was developed to achieve the study aims.

The results revealed that the degree of teacher practice behaviors that stimulating students creativity was high on the overall score of the scale and all the domains in both Jordan and Qatar schools. The results also showed that more of behaviors teachers practices to stimulate creativity among students in schools in Jordan and Qatar are stimulate self-confidence domain, while the less behaviors teachers practices that encourage creativity in children represent in cooperation and integration domain in Jordan, and independence domain in Qatar schools. The results also showed statistically significant effect of the variable state the tool as a whole, motivation, independence, and cooperation and integration domains in favor of Qatar's schools. Moreover, the results showed that there were statistically significant differences due to type of teaching strategies in favor of cooperative learning, in overall scale, and all domains, while no statistically significant differences were found due to teacher gender and level of experiences. Based on the findings, appropriate recommendations were suggested.

. **Keywords:** the behavior of the teacher, creativity in childre